



*One Team, One Goal to do our Best Always*

## **SEND Information Report for Willow Tree Primary School 2018-2019**

### **Part of the St Helens Local Offer for Learners with Special Educational Needs**

Welcome to our SEN Information Report which is part of the St Helens Authority Local Offer for learners with Special Educational Needs (SEN).

At Willow Tree Primary School we are committed to working together with all members of our school community and all staff and governors are committed to supporting children, parents and carers. We are an inclusive school where we strive to meet the needs of all pupils with Special Educational Needs and Disabilities within a mainstream setting. The four broad areas of need are Communication and Interaction, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

At Willow Tree Primary School we support all children to achieve and we inspire them to learn through curiosity and enjoyment - whatever their barriers to learning are. If you have any concerns regarding your child's progress or wellbeing then please speak to either your child's class teacher or Pam Dickinson (SENCO)

<p><b>1. What kinds of special educational needs does Willow Tree Primary School make provision for?</b></p>	<p>Willow Tree Primary School is a mainstream Primary school. We are a fully inclusive school which ensures that all pupils achieve their potential. We create an inclusive culture in our school where we are responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.</p> <p>At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:</p> <p><i>"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:</i></p> <ul style="list-style-type: none"> <li><i>a) has a significantly greater difficulty in learning than the majority of others the same age, or</i></li> <li><i>b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.</i></li> </ul>
<p><b>2. How does Willow Tree Primary School identify and assess my child's Special Educational Needs?</b></p>	<p>At different times in their school life, a child or young person may have a special educational need.</p> <p>At Willow Tree Primary School we track children's progress termly and identify children who are not making expected or better progress. Parents, carers and pupils will then be invited to school to identify needs and a plan will be put into place. The children are identified and discussed with class teacher and teaching assistants where a plan of intervention is put into place which is monitored and assessed termly. Special Educational Needs or Disabilities provision is provided in addition to the good quality first teaching, differentiation and a broad curriculum where all can succeed.</p> <p>At Willow Tree Primary School we recognise that the teacher in the classroom will make the biggest difference to children with additional educational needs, and that children can be well supported by additional interventions and programmes in groups or as individuals led by teaching assistants and other adults.</p> <p>The school works closely with the local authority and other agencies and professionals in supporting our children with statements or Education, Health and Care Plans for children with a range of SEN. A range of assessment procedures are in to identify individual children's needs</p>

**3.a) How does Willow Tree Primary School evaluate the effectiveness of provision for pupils with special educational needs?**

Children identified as benefitting from additional support or interventions are monitored against the targets set and their progress is analysed termly against national expectations. Pre and post intervention checks are monitored to ensure the impact is effective.

The School will:

- Provide an adapted broad and balanced curriculum, suitably differentiated and relevant to pupils' needs.
- Appoint qualified teaching staff. Qualifications, expertise and specialists training may vary but all will have experience and/or practical knowledge of teaching children with special educational needs.
- Employ teaching assistants who have completed or will receive training to ensure they have experience and knowledge in this specialist area.

This should, in most instances, include:

- Experience of working with children with ESMH issues, attachment trauma or high levels of need due to a diagnosed condition
- Have relevant positive handling training including Team Teach or equivalent or be prepared to attend appropriate training
- Safeguard expertise through investment in relevant materials, induction and support for staff across the school. Consider their contribution to outreach, giving information and advice as part of LA's approach to, and a range of, provision for all pupils as this develops.
- Support and inform parents about pupil targets and progress working in partnership with them.
- Support the LA to maintain a continuum of provision for pupils with Special Educational Needs.



Parent and pupils are invited to a termly progress meeting to review their child's individual plan following the new process from the Code of Practice 2014, where targets that have been set are reviewed and new targets are developed. Children that receive Enhanced Funding and education, health and care plan [EHC plan] will also have an annual review to discuss their progress and ensure the objectives in the plan are appropriate. Children who have been identified as needing additional support or interventions are identified on our Provision Map- If a learner is identified as having SEN need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality teaching intended to overcome the barrier to their learning. TPre and post assessment is used to record their progress and short term targets are agreed. Progress is discussed with parents and teachers and reviewed termly engaging in the four-stage process:

- **Assess** - this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.
- **Plan** - this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.
- **Do** - providing the support as set out in the plan.
- **Review** - measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved - learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the needs of child.

Willow Tree Primary School provides various interventions/support to meet the needs of the children. All Teaching Assistants are involved in delivering daily interventions to support reading and phonics. Children who have a higher level of need will also have

<p><b>b) How does Willow Tree Primary School assess and review the progress of pupils with special educational needs?</b></p> <p><b>c) What is Willow Tree Primary School's approach to teaching pupils with special educational needs?</b></p> <p><b>d) How does Willow Tree Primary School adapt the curriculum and learning environment for pupils with special educational needs?</b></p> <p><b>e) What additional support is available for pupils with special educational needs?</b></p> <p><b>f) How does Willow Tree Primary School enable pupils with special educational needs to engage in the activities for school together with children who do not have special educational needs?</b></p> <p><b>g) What support is available for improving the emotional, mental and social development of children with special educational needs?</b></p>	<p>access to support from outside agencies. Children who receive Enhanced Funding or EHC Plans have individualised plans following the objectives that have been set.</p> <p>Willow Tree Primary School is a fully inclusive school and children will be educated alongside their peers wherever this is appropriate. Planning is highly differentiated so tasks are suitable for a range of learners. Teaching assistants also support children in class.</p> <p>We recognise that pupils with SEND may well have emotional and social development needs that require support in school.</p> <p>The emotional health and well-being of all our pupils is very important to us.</p> <ul style="list-style-type: none"> <li>- We have a robust safeguarding policy in place, we follow national guidelines</li> <li>- The Head Teacher, Deputy Head Teacher and all staff continually monitor the emotional health and well-being of all our pupils.</li> <li>- We have a lunchtime nurture group for pupils who require extra support</li> <li>- We have a full-time Family Support Worker who supports children with emotional and social needs</li> <li>- We have a HLTA who is supporting identified children who have personal, social and emotional needs by providing a learning package tailored to each individual child</li> </ul>
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**4. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

**The Class teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the Special Education Needs Coordinator know as necessary;
- Developing pupil progress targets/ individual plans, and sharing and reviewing these with parents at least once every term and planning for the next term.

**Pastoral and Family Support Worker - Miss Karina Kaminski**

Responsible for supporting children and families.

**The SENCO- Mrs Pam Dickinson**

Responsible for:

- Developing and reviewing the school's SEND policy;
- Coordinating all the support for children with special educational needs or disabilities (SEND);
- Ensuring that you are

i) involved in supporting your child's learning,

ii) kept informed about the support your child is getting,

iii) involved in reviewing how they are doing;

- Liaising with all the other people who may be coming into to school to help support your child's learning.
- Updating the school's SEND register and making sure that records of your child's progress and needs are kept;
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

**The Head Teacher - Mr Martin Bell**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND;
- The Head Teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met;
- The Head Teacher must make sure that the Governing Body is kept up to date

	<p>about issues relating to SEND.</p> <p><b>The SEND Governor - Mrs Rebecca Yates</b></p> <p>Responsible for:</p> <ul style="list-style-type: none"> <li>- Making sure that the necessary support is given for any child who attends the school, who has special educational needs and/or disabilities.</li> </ul>
<b>5.What training is provided for staff supporting children and young people with SEND?</b>	<p>CPD is on- going in school for all our Teachers and Teaching Assistants and staff at school have a range of expertise including programmes such as: Every Child a Speaker, Autism training, Wave 3 interventions , dyslexia support, behaviour support, ELKLAN speech and language, ADHD, Team Teach training, Get Spelling!, and Attachment Awareness, , ELSA, Literacy and Numeracy bespoke training. This is not an exclusive list and on-going professional development is key to ensuring all staff remain updated and skilled.</p>
<b>6.How is Willow Tree Primary School accessible to children with SEND?</b>	<p>The building is accessible: ramps are situated at all main entrances</p> <ul style="list-style-type: none"> <li>- The school is easy to access from all classroom doors</li> <li>- There is a disabled toilet with adapted changing facilities (a shower is available within the school building).</li> <li>- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.</li> <li>- Extra-curricular activities including holidays and trips are accessible for children with special educational needs and/or disabilities.</li> </ul>
<b>7.What are the arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child?</b>	<p>Parents are actively encouraged to be partners in their child's education through informal discussions with the class teacher, SENCO, telephone contact, home/school diaries, individual plans, progress reviews and yearly written reports. An open door policy is adopted within the school and parents are actively encouraged to come into school to see SENCO</p>
<b>8.What are the arrangements for consulting young people with special educational needs about, and involving them in their education?</b>	<p>All children, regardless of SEND, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing additional support. Children are also invited to progress meeting and to record their comments on the review of their plans. Pupil voice is encouraged and questionnaires are completed by children if suitable.</p>

<p><b>9. What do I do if I have a concern about the school's provision?</b></p>	<p>In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the SENCO or Head Teacher.</p> <p>In the unlikely event that your concern is not resolved then please contact our SEND Governor or Chair of Governors. As we have a number of children with Enhanced Funding or EHC plans concerns may need to be shared with the local authority and any other agencies involved, eg Social Care.</p>
<p><b>10. What specialist services and expertise are available at or accessed by the school?</b></p>	<p>We work closely with the following to support your child's needs:</p> <p>All Therapy services including:</p> <ul style="list-style-type: none"> <li>- Physiotherapy</li> <li>- Occupational Therapy</li> <li>- Speech and Language Therapy</li> <li>- Hearing impairment</li> <li>- Visual impairment,</li> <li>- CAMHS</li> <li>- Educational Psychology services.</li> <li>- Play Therapy (In House)</li> <li>- Bereavement Counsellor (In House)</li> <li>- Early Years Case Workers</li> <li>- School Health</li> <li>- Consultant Paediatrician</li> <li>- Autism Outreach</li> <li>- LASC</li> <li>- Behaviour Improvement Team</li> <li>- Learning Support Service</li> </ul>
<p><b>11. The contact details of support services for the parents of pupils with special educational needs, including arrangements made in accordance with section 32.</b></p>	<p>Additional Needs Department, Atlas House - 01744 671107  Speech and Language - 01744 646548  School Nurse - 01744 624925  CAMHS - 01744 740803  Occupational Health - 01744 704803  Educational Psychologist - 01744 671121  Child Development Team (Early Years) - 01744 673131  The St Helens Gateway website is also a useful website to find out about local services in St Helens :  <a href="mailto:contact@sthelensgateway.info">contact@sthelensgateway.info</a></p>

<p><b>12.How do you prepare my child for joining your school or transferring to another school?</b></p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <p>On joining Willow Tree Primary School Primary School children will have the opportunity to visit prior to starting and will have a tour of the school and a chat with the Head Teacher, meet the class teacher and all information is shared via the Bursar. We will also contact their previous school to ensure we have all of the relevant information.</p> <p>When the time comes for your child to move on we will liaise with the next school and organise transition visits. We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible. Y6 pupils who have statements or EHC plans will have a representative from their High School at their Annual Review process. Staff from all receiving schools will be invited in to meet the pupils.</p>
<p><b>13.Where can I get further information about the services for my child?</b></p>	<p>The information in this report forms part of St Helen's local offer which can be accessed at: <a href="http://www.sthelens.gov.uk/a-to-z/sen-the-local-offer/">www.sthelens.gov.uk/a-to-z/sen-the-local-offer/</a></p> <p>The St Helens Gateway website is also a useful website to find out about local services in St Helens :</p> <p style="text-align: center;"><a href="mailto:contact@sthelensgateway.info">contact@sthelensgateway.info</a></p>